



DEPARTMENT OF THE NAVY
NAVAL AIR SYSTEMS COMMAND
NAVAL AIR SYSTEMS COMMAND HEADQUARTERS
WASHINGTON, DC 20361

IN REPLY REFER TO

NAVAIRINST 12412.1E
AIR-7112
6 May 93

NAVAIR INSTRUCTION 12412.1E

From: Commander, Naval Air Systems Command

Subj: INCUMBENT SENIOR EXECUTIVE SERVICE DEVELOPMENT PROGRAM

Ref: (a) Federal Personnel Manual 412, Executive, Management,
and Supervisory Development
(b) OCPM Instruction 12412.1 Department of the Navy
Executive, Management, and Supervisory Development

Encl: (1) Senior Executive Service Development Program
Implementation Guidelines
(2) Senior Executive Service Individual Development Plan
Form
(3) SES IDP Form Guidelines

1. Purpose. To establish policy and provide guidance for administering the Senior Executive Service (SES) development program for the Naval Aviation Systems Team (TEAM).

2. Applicability. Applies to all the TEAM activities and commands that employ SES members.

3. Background. Reference (a) requires all federal agencies with SES members to establish Executive, Management, and Supervisory Development programs. Reference (b) provides Department of the Navy guidance on implementing SES development programs and establishes minimum training requirements for SES members of three weeks every 5 years.

Public Law 101-194, the Ethics Reform Act, requires SES members to be recertified by their agencies every third year beginning in calendar year 1991. Recertification is intended to ensure that the performance of career appointees demonstrates the excellence needed to meet the goals of the SES.

The goal of the SES development program is to increase economy and efficiency in the operation of the agency and to raise the standards of employees' performance of their official duties to the maximum possible level of proficiency. To ensure this goal is achieved, it is the TEAM's policy that each SES member receive a minimum of 40 hours of training each year.



4. Discussion. The objective of the TEAM's executive development program is to enhance mission accomplishment, increase productivity, improve and maintain professional capability, and provide a source of skilled individuals for its management team through the systematic development of its executives. Guidance is provided in enclosures (1) through (3).

5. Action. Addressees will:

- a. provide visible, top level support of the program;
- b. implement SES development programs within their organization/activity in accordance with this instruction and subsequent guidance from the Naval Aviation Executive Institute (NAEI) and the Executive Resources Board (ERB); and
- c. ensure all SES members are familiar with this policy and provided with the opportunity to enhance their managerial competencies through the TEAM's executive development program.

6. Responsibilities.

- a. The Deputy Commander (AIR-03), as designated by the Commander (AIR-00), is responsible for overall program direction.
- b. The Director, Naval Aviation Executive Institute (AIR-7112), is responsible to the Assistant Commander, Corporate Operations (AIR-07), and the Director, Human Resources Management Division (AIR-711) for command-wide management of the program and implementation within headquarters. NAEI will also budget for and fund executive development programs approved by the ERB. NAEI will establish and maintain a database of all SES development.
- c. The ERB has responsibility for setting executive development objectives and authority for the approval of SES development.
- d. Heads of the Naval Air Systems Command (NAVAIRSYSCOM) field activities are responsible for implementing this program in their respective activities.

NAVAIRINST 12412.1E
AIR-7112
6 May 93

7. Forms. NAVAIR Form 12412/13 (5/93) SES Individual Development Plan is available from NAEI.



W. C. BOWES

Distribution: FKA1A (established quantity); others 2 copies
SNDL: FKA1A (Deputy Commanders, Assistant Commanders, Comptroller, Command Special Assistants, Designated Program Managers, Directorate Directors, and Office and Division Directors); ALJ1A; ALJ1B; ALJ1C; ALJ1J; FKR

Copy to: (2 copies each unless otherwise indicated)
SNDL: C21 (1 copy); FKA1A (AIR-07D A/L (1 copy), AIR-71044 (10 copies), AIR-71043B (40 copies), AIR-7112 (50 copies); FKM27 (NPPSO-NDW C/L)

Stocked: Commanding Officer, Navy Aviation Supply Office, Physical Distribution Division Code 103, 5801 Tabor Avenue, Philadelphia, PA 19120-5099

NAVAIRINST 124121E
AIR-7112
6 May 93

SENIOR EXECUTIVE SERVICE DEVELOPMENT PROGRAM
IMPLEMENTATION GUIDELINES

Enclosure (1)

TABLE OF CONTENTS

	Page
Introduction	1
Objectives	1
Individual Development Plan	1
Selecting Developmental Activities	2
Formal Training Programs	2
Developmental Activities	3
Submission/Approval of Individual Development Plan	4
Implementation of the Individual Development Plan	5

1. Introduction.

The Naval Aviation Systems Team (TEAM) prides itself on the quality of its managers and executives. The commitment to executive excellence must be viewed as a necessity. In the years ahead, greater demands will be placed on our executives. The effort to develop current and future managers must be continued.

The TEAM established the Senior Executive Service (SES) Development Program as part of an ongoing corporate commitment to the continuous improvement of our workforce.

2. Objectives. The objectives of the TEAM's SES development program are to ensure that:

a. SES members are responsive to the needs, policies, and goals of the corporation.

b. All incumbent executives are provided the opportunity to enhance their managerial competencies and to correct any deficiencies identified in the performance appraisal process.

c. Executive skills are maintained and enhanced by providing a minimum of 5 days of training per year.

3. Individual Development Plan (IDP).

To meet the objectives of the SES development program, SES members will develop an annual IDP. The IDP is a key element in every executive development program. The process of developing an IDP is valuable in identifying developmental experiences which benefit both the executive and the organization.

The IDP is the process that provides the foundation for the establishment of a consolidated and structured training program. The IDP process also provides a means to budget for the next fiscal year to ensure the opportunity for personal growth is available.

An integral part of the SES performance appraisal process is the requirement for members to structure an IDP. The IDP focuses on building individual strengths, identifying individual needs, expanding general executive competencies, and preparing members for future assignments. Developmental experiences are designed to:

6 May 93

-meet organizational needs for managerial improvement and increased productivity;

-help SES members to keep abreast of professional, technical, managerial, social and political areas; and

-meet individual SES members' needs for intellectual and personal growth and development.

The IDP process allows executives to broaden their skills through formal training, professional development, and other developmental experiences. This process will also provide the opportunity for the member to ensure his/her personal goals are in consonance with corporate goals.

The IDP form is provided as enclosure (2). The IDP should reflect training requested for the forthcoming 2 fiscal years, no cost training, and developmental activities. Guidelines for completion are provided in enclosure (3).

4. Selecting Developmental Activities.

There are basically two approaches for development - formal training and special activities. Both approaches should be considered in planning developmental activities. Deciding on developmental activities to be undertaken is an important part of the IDP process. The SES member must select activities that meet his/her development objectives, that can be scheduled to be compatible with his/her responsibilities, and would be least disruptive to the organization.

a. Formal Training Programs

It is the TEAM's policy that each employee including SES members, attend at a minimum, 40 hours of training each fiscal year. NAEI will provide to SES members recommended sources of development, both within and outside the government, when the request for IDPs is issued. These sources of development include:

(1) Federal Executive Institute (FEI):

It is the TEAM's policy that all SES members complete the 4 week program at the FEI, "Leadership in a Democratic Society". Each SES member will be responsible for ensuring he/she attends FEI.

The FEI has been charged with the development of generalist career executives. The FEI is dedicated to building a core of senior public sector executives who are aware of their unique roles and responsibilities in American democracy. FEI programs assume that senior level officials are already highly skilled in their technical specialities and in the programmatic and administrative processes of their individual agencies. As a result, FEI programs are focused on "broadening" experiences required when managers emerge from rather narrow foci of their own specializations to enter a new and "second profession" for which most have never received formal training - as leaders and federal career executives.

The Office of Civilian Personnel Management (OCPM) of the Department of the Navy is responsible for procuring spaces for the Navy from FEI. The nomination/selection process for FEI is as follows:

May/June	OCPM solicits nominations from Navy organizations for the next fiscal year
May/June	NAEI solicits nominations from NAVAIRSYSCOM headquarters and field
July	ERB reviews and selects nominations
July	SES member includes FEI on IDP if selected
July	NAEI submits nominations to OCPM
September	OCPM notifications of selectees

GM-15s are eligible to attend FEI and may be nominated by their management for attendance at FEI during the annual call by NAEI. Nominations will be submitted to the ERB. Those GM-15s not selected for attendance will be put on a standby list for the upcoming fiscal year.

(2) Executive programs are available from a variety of educational institutions throughout the nation such as Harvard, Stanford, University of Virginia, and George Washington University. A NAEI brochure "Special Programs for Executive Development" provides a summary of different programs.

(3) Public policy programs are available from organizations such as the Brookings Institution, the Heritage Foundation, and the American Enterprise Institute.

(4) The Office of Personnel Management (OPM) SES Candidate Development Quarterly Seminars. SES candidates and incumbents frequently experience difficulty in finding training courses at their level designed for the competencies they need. In order to assist them with this problem, OPM developed the quarterly seminars which covers the competency areas.

b. Developmental Activities:

Much growth in executive and managerial competencies occur during actual work experience. Thus, developmental activities will probably be a major part of the IDP. Developmental activities are usually no cost or low cost. Examples of developmental activities include:

(1) Discussion/Lecture Groups: A discussion or lecture group is defined as a purposeful conversation and deliberation about a topic of mutual interest among participants. They are used as part of a variety of educational and developmental programs. An example, is to lead an NAEI Senior Executive Management Development Program (SEMDP) lecture or video series.

(2) Professional Organizations: Professional organizations afford an opportunity for the exchange of practical information with colleagues in and outside of government. Interaction with others sharing occupational and/or vocational interests can contribute to state of the art knowledge and professional growth.

(3) Professional Reading: Reading periodicals and books relating to management theory and practice, and the broader organizational, political, social, and economic setting.

(4) Coaching/Mentoring: Providing career guidance and support to mid-level managers and professionals. Part of the NAEI SEMDP program is mentoring. NAEI maintains a list of senior managers and executives who volunteer to mentor SEMDP participants.

(5) Job Rotation: Executives move into positions in other departments or organizations where they obtain experience in different areas.

(6) Independent Study: A disciplined independent study program is an approach for effectively sharpening, upgrading, or acquiring specific knowledge in a new area or updating professional or technical background. Independent study is a means of development with minimum disruption of the normal work schedule.

5. Submission/Approval of IDP.

IDPs will be prepared prior to the beginning of the appraisal period, which is 1 July, and forwarded to the ERB, via NAEI. In order to be reviewed and in place by the beginning of the appraisal period, IDPs should be submitted to NAEI by 1 June.

The ERB will review and approve IDPs by 20 June. There is no guarantee the ERB will approve the IDP as it is submitted. The ERB may suggest modifications to the IDP before giving approval.

6. Implementation of the IDP.

Implementation is the final step of the IDP process. Once the ERB has reviewed and approved developmental activities on the IDP, SES members will be notified by NAEI. ERB endorsement signifies funding and time commitments. Approval of developmental activities also represents a commitment by the SES member to make the good faith effort to complete the IDP as approved.

The SES member must be proactive in working with NAEI to complete the necessary arrangements for all activities. These will include scheduling, submitting required enrollment forms, and submitting funding documents to training institutions.

Unexpected events can require IDP changes. It may be necessary for the SES member to devise developmental substitutes. All substantive revisions must be approved by the ERB.

The implementation process will conclude upon submission to the ERB of the IDP form showing completion of approved developmental activities. The completed IDP form will be submitted at the same time as the new IDP for the forthcoming

NAVAIRINST 12412.1E
AIR-7112
6 May 93

year on 1 June. Along with the completed IDP, a written summary for each developmental activity recounting and evaluating the experience. For formal training, the summary might include an evaluation of the experience and the member's opinion of the appropriateness of the training for others.

In summary, the IDP process is as follows:

1 June	IDPs due to NAEI from SES members
5 June	IDPs sent to ERB by NAEI
20 June	ERB review of IDPs complete
30 June	Approved IDPs returned to SES members

NAME: _____
 ACTIVITY OR AIR CODE: _____

FY-	OBJECTIVES	DEVELOPMENTAL ACTIVITIES	SOURCE/DATES	COST	COMPLETED
FY-					

NAVAIR 12412/13 (5/93)

**SENIOR EXECUTIVE SERVICE
INDIVIDUAL DEVELOPMENT PLAN
PRIVACY ACT STATEMENT**

SECTIONS 1302, 3301 AND 3304 OF TITLE 5, U.S. CODE PROVIDE THE AUTHORITY FOR REQUESTING THIS INFORMATION. FAILURE TO PROVIDE THE REQUESTED INFORMATION MAY RESULT IN INELIGIBILITY FOR THE SENIOR EXECUTIVE MANAGEMENT DEVELOPMENT PROGRAM. YOUR SOCIAL SECURITY NUMBER WILL BE USED FOR RECORD IDENTIFICATION PURPOSES ONLY.

NAME _____ OFFICE/PHONE _____

ORGANIZATION _____
ACTIVITY AND CODE _____ POSITION TITLE _____

SOCIAL SECURITY NUMBER _____

THE INDIVIDUAL DEVELOPMENT PLAN CONTAINED HEREIN IS APPROVED. APPROVAL SIGNIFIES AGREEMENT TO IMPLEMENTATION TO THE EXTENT THAT WORKLOAD AND FUNDING ALLOW. EMPLOYEE STILL HAS RESPONSIBILITY FOR APPLYING BY NORMAL PROCEDURES FOR EACH TRAINING COURSE OR ASSIGNMENT LISTED. FORMAL TRAINING REQUIREMENTS WILL BE ENTERED BY THE EMPLOYEE INTO THE HEADQUARTERS OR ACTIVITY ANNUAL TRAINING PLAN. ANY MODIFICATIONS TO THIS PLAN MUST BE APPROVED BY THE UNDERSIGNED OR SUCCESSORS.

EMPLOYEE _____ DATE _____

SUPERVISOR _____ DATE _____

EXECUTIVE RESOURCES _____ DATE _____
BOARD

SES IDP FORM
GUIDELINES

Developmental Objectives:

Establishing developmental objectives is the prelude to scheduling developmental activities. Setting objectives isolates specific knowledge, skills, and personal qualities which should be sharpened or acquired to enhance the Command's mission accomplishment, increase productivity, and improve or maintain professional capability.

Objectives provide a structured framework for selecting appropriate developmental activities. Objectives should be specific. They should be stated to define a specific knowledge, skill, ability or personal quality that is to be acquired or strengthened; specify the level and quality of development to be achieved; state how and under what contemplated conditions the knowledge, skill or ability is to be used.

This process will enable you to define the results you hope to achieve from development. It also provides a basis for selecting developmental activities and for evaluating their effectiveness upon completion.

Developmental Activity:

Choose how each objective would be best accomplished, i.e., developmental assignment, formal training, or independent study. All three approaches should be considered in planning developmental activities. You should decide which alternative or combination of approaches are most appropriate for meeting separate or even multiple objectives. Enter the developmental activity for each objective. Be specific.

Source/Dates:

Indicate institution or source, and length for developmental activities. Include title and location for formal training. List specific readings, planned discussions, etc.

Cost:

Enter costs for each developmental activity. Itemize tuition, travel, per diem, and other specific expenses.